

# School Improvement Plan

School Year: 2010

School District: Ferndale Public Schools

Intermediate School District: Oakland Schools

School Name: Roosevelt Primary School

Grades Served: K,1,2,3

Principal: Mrs. Dina Krause

Building Code: 04155

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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# Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

# School Information

School:	<b>Roosevelt Primary School</b>
District:	<b>Ferndale Public Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3</b>
School Code Number:	<b>04155</b>
City:	<b>FERNDALE</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## **Vision Statement**

The vision of Roosevelt Primary School is to provide a Successful, Appropriate Foundation to Educate all children. (SAFE)

## **Mission Statement**

Our mission is to create a Love of learning by providing an Environment where All children feel respected, Nurtured, Safe and successful. (LEARN)

## **Beliefs Statement**

Our staff commitments are:

1. We will demonstrate a personal commitment to the academic and general well being of all children.
2. We will seek and implement promising strategies for improving student achievement.
3. We will maintain high expectations for all students and staff.
4. We will show love, caring, and respect for all children and staff.
5. We will remember why we're here - Children come first!

## Goals

ID	Name	Development Status	Progress Status
6866	Reading Comprehension	Approved	Open
11549	Mathematics	Approved	Open
11550	Safe environment conducive to learning	Approved	Open

### Goal 1: Reading Comprehension

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All Roosevelt students will improve in reading comprehension.

**Gap Statement :** Over the past few years our 3rd grade MEAP scores have shown a significant increase in the 'all student' category as well as all subgroup categories. We will continue to focus on 4th grade MEAP scores. Roosevelt will diligently focus on raising 'all student' scores on the 4th grade MEAP through instructional best practices, structured daily schedule and specific interventions.

**Cause for Gap :** Need a more systematic structure to increase instructional time for students who are working at the tier two and tier three (Strategic & Intensive) through the use of grade level teachers, Title One paraprofessionals and Title One Intervention Specialist.

**Multiple measures/sources of data you used to identify this gap in student achievement :** DRA, 3 times a year for at-risk students & 2 times a year for all students

DIBELS, 3 times a year

Progress Monitoring, Bi-monthly for at-risk students in the intensive range

Unassisted Retelling, 4 times a year (Sept., Jan., April & June)

MEAP, 3rd & 4th grade scores for all students & subgroup populations

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Criteria for success is that all teachers will implement and feel comfortable using the structured plan for students who are working at the tier two and /or tier three levels.

Intervention plans developed by the Student Achievement Team will show progress for individual students working at the tier two or tier three level.

3rd grade team will develop intervention groups based on need either by class or by grade level with the help of elementary coordinator, intervention specialist and principal.

**Contact Name :** Dina Krause

**List of Objectives:**

ID	Objective
7552	92% or more of 3rd graders and at least 90% of students in all subgroups will pass the 3rd grade reading portion of MEAP. 80% or more of 4th graders and at least 78% of students in all subgroups will pass the 4th grade reading portion of MEAP.
7553	Decrease the amount of students in the strategic and intensive range as measured by the DIBELS assessment during the 2010-2011 school year. Increase the amount of 4th grade students passing the reading portion of the MEAP test by 10%.
7554	All Roosevelt students will make at least 1 year's growth in reading comprehension as measured by students' individual progress shown through the completed end of the year DRA assessment.

## 1.1. Objective: Reading Objective 1, Reading Comprehension

**Measurable Objective Statement to Support Goal :** 92% or more of 3rd graders and at least 90% of students in all subgroups will pass the 3rd grade reading portion of MEAP.

80% or more of 4th graders and at least 78% of students in all subgroups will pass the 4th grade reading portion of MEAP.

**List of Strategies:**

ID	Strategy	Locked By
7552	All classroom teachers will use Making Meaning Comprehension Kits with fidelity three to four times a week outside the scheduled 90 minute Reading Block.	

### 1.1.1. Strategy: Making Meaning

**Strategy Statement:** All classroom teachers will use Making Meaning Comprehension Kits with fidelity three to four times a week outside the scheduled 90 minute Reading Block.

**Selected Target Areas**

SPR (90) I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

SPR (90) III.1.B.5 Student-Centered: Instruction at the school is student-centered. Staff views each student

in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

Making meaning kits have a positive record and strong research associated with its effectiveness to help increase comprehension skills at the early elementary level.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Classroom teachers will focus on using non-fiction as well as fiction stories especially for male students. Books available in Making Meaning Kits Library.	09/27/2010	06/17/2011	All Kindergarten through Third Grade classroom teachers.

**1.1.1.1. Activity: Using non-fiction reading material to engage all students**

**Activity Description:** Classroom teachers will focus on using non-fiction as well as fiction stories especially for male students. Books available in Making Meaning Kits Library.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All Kindergarten through Third Grade classroom teachers.

**Actual staff responsible for implementing activity:** All Kindergarten through Third Grade classroom teachers.

**Planned Timeline:** Begin Date - 09/27/2010, End Date - 06/17/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Funded through Title One	Title I Schoolwide	4,000.00	0.00

**1.2. Objective: Reading Objective 2, Reading Comprehension**

**Measurable Objective Statement to Support Goal :** Decrease the amount of students in the strategic and intensive range as measured by the DIBELS assessment during the 2010-2011 school year.

Increase the amount of 4th grade students passing the reading portion of the MEAP test by 10%.

**List of Strategies:**

ID	Strategy	Locked By
7553	All instructional staff members will use data driven, flexible grouping to ensure success of all students. Grade level teams will to work together to structure grade level intervention times.	

### 1.2.1. Strategy: Data driven, flexible grouping

**Strategy Statement:** All instructional staff members will use data driven, flexible grouping to ensure success of all students. Grade level teams will to work together to structure grade level intervention times.

**Selected Target Areas**

<p>SPR (90) I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.</p>
<p>SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.</p>
<p>SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.</p>
<p>SPR (90) I.2.B.3 Student Engagement: Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.</p>

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

Using data to drive instruction is critical for student learning. Small groups of 3 to 5 students is a researched based strategy.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
All classroom teachers and Title One paraprofessionals will use data (Dibels, DRA, and grade level common assessments) to group students in small group reading groups. Staff will work	09/27/2010	06/17/2011	All instructional staff members at Roosevelt.

together to ensure all students receive small group instruction daily within the classroom and extra support for students at the strategic and intensive range according to DIBELS.			
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**1.2.1.1. Activity: Guided reading groups**

**Activity Description:** All classroom teachers and Title One paraprofessionals will use data (Dibels, DRA, and grade level common assessments) to group students in small group reading groups. Staff will work together to ensure all students receive small group instruction daily within the classroom and extra support for students at the strategic and intensive range according to DIBELS.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All instructional staff members at Roosevelt.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/27/2010, End Date - 06/17/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title One Paraprofessionals	Title I Schoolwide	58,497.04	0.00
Intervention Specialist	Title I Schoolwide	8,004.45	0.00
Elementary Curriculum Coordinator	Title I Schoolwide	5,537.30	0.00

**1.3. Objective: Reading Objective 3, Reading Comprehension**

**Measurable Objective Statement to Support Goal :** All Roosevelt students will make at least 1 year's growth in reading comprehension as measured by students' individual progress shown through the completed end of the year DRA assessment.

**List of Strategies:**

ID	Strategy	Locked By
7554	The use of Daily 5 structural process will be used by all classroom and special education teachers daily.	
7554	Students who are in the intensive range using the DIBELS assessment guidelines will be eligible to participate in an after school tutoring program to increase the amount of instructional	

	time they receive.	
7554	Students who qualify for the summer tutoring program will participate in summer tutoring during the month of August.	

### 1.3.1. Strategy: Daily 5 Process

**Strategy Statement:** The use of Daily 5 structural process will be used by all classroom and special education teachers daily.

#### Selected Target Areas

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

SPR (90) I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

SPR (90) II.2.A.3 Inclusive and Equitable: Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.

#### Other Required Information for Strategy

*What research did you review to support the use of this strategy and action plan?*

Daily 5 is a systematic process that ensures students have individualized instruction that is structured around 5 genuine, developmentally appropriate activities aligned to children's interest.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All classroom teachers will implement the "Daily Five" process in his/her classroom during the 90 minute reading block.	09/06/2010	06/10/2011	All Kindergarten through Third Grade Classroom Teachers

#### 1.3.1.1. Activity: Daily 5 Process

**Activity Description:** All classroom teachers will implement the "Daily Five" process in his/her

classroom during the 90 minute reading block.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All Kindergarten through Third Grade Classroom Teachers

**Actual staff responsible for implementing activity:** All Kindergarten through Third Grade Classroom Teachers

**Planned Timeline:** Begin Date - 09/06/2010, End Date - 06/10/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title One Funding, Time Allocation	Title I Schoolwide	100.00	0.00

### 1.3.2. Strategy: After School Tutoring Program

**Strategy Statement:** Students who are in the intensive range using the DIBELS assessment guidelines will be eligible to participate in an after school tutoring program to increase the amount of instructional time they receive.

**Selected Target Areas**

- SPR (90) I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.
- SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
- SPR (90) I.2.B.3 Student Engagement: Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
- SPR (90) I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
- SPR (90) II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.
- SPR (90) II.3.A.2 Fiscal: School leaders use their fiscal resources to implement, supplement or extend

school improvement plan activities that support the teaching and learning goals. A concerted effort is made to supplement existing funds through external sources.

SPR (90) V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

SPR (90) V.2.B.2 Data-Driven Decision Making: Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

**Other Required Information for Strategy**

***What research did you review to support the use of this strategy and action plan?***

Increasing the amount of instructional time for students who are at-risk plays an important role in increasing their academic achievement. Through the use of parents in our after school program parents also learn strategies to use at home to support their child. One of the components of our after school program is that parents must attend a session, learn from educator and support the program at home by following through with the instructional materials supplied.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students who qualify for the after school tutoring program will be tutored in a small group of no more than 3 to 5 students 3 to 4 times a week by a highly qualified paraprofessional. Students will go through the Student Achievement Team before attending the program and will be monitored through the SAT process through out the year.	09/27/2010	06/10/2011	Principal and members of the Student Achievement Team. Highly qualified paraprofessionals are the after school tutors.

**1.3.2.1. Activity: After School Tutoring Program**

**Activity Description:** Students who qualify for the after school tutoring program will be tutored in a small group of no more than 3 to 5 students 3 to 4 times a week by a highly qualified paraprofessional. Students will go through the Student Achievement Team before attending the program and will be monitored through the SAT process through out the year.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Principal and members of the Student Achievement Team.

Highly qualified paraprofessionals are the after school tutors.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/27/2010, End Date - 06/10/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title One Paraprofessionals	Title I Schoolwide	58,497.04	0.00
Intervention Specialist	Title I Schoolwide	8,208.44	0.00
Elementary Curriculum Coordinator	Title I Schoolwide	5,537.30	0.00

### 1.3.3. Strategy: Summer Tutoring Program

**Strategy Statement:** Students who qualify for the summer tutoring program will participate in summer tutoring during the month of August.

**Selected Target Areas**

SPR (90) I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

SPR (90) I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

SPR (90) I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

SPR (90) II.1.B.4 Clear Expectations: School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

SPR (90) II.2.A.3 Inclusive and Equitable: Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and

individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

Young students need to be exposed to best practices without a long break in between instructional experiences. Students who are able to participate in academic activities throughout the summer will be more ready to have success at the beginning of each school year.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Students will attend a half day of summer tutoring 4 days a week within a small group setting with a highly qualified paraprofessional.	08/08/2011	08/31/2011	Principal, 2 summer school tutoring teachers and 4 highly qualified paraprofessionals.

**1.3.3.1. Activity: Summer Tutoring Program**

**Activity Description:** Students will attend a half day of summer tutoring 4 days a week within a small group setting with a highly qualified paraprofessional.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Principal, 2 summer school tutoring teachers and 4 highly qualified paraprofessionals.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/08/2011, End Date - 08/31/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
2 Highly Qualified Teachers	Title I Schoolwide	2,903.35	0.00
4 Highly Qualified Paraprofessionals	Title I Schoolwide	1,854.07	0.00

**Goal 2: Mathematics**

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students at Roosevelt Primary will improve in basic mathematical and computation skills.

**Gap Statement :** Students in 4th grade show a decrease in mathematical skills from 3rd grade based on the 3rd & 4th grade MEAP assessment.

**Cause for Gap :** Need more basic math fact time to practice, drill and memorize in meaningful ways for all students.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Aims Web data will be used in Kindergarten and first grade.

Second and third grade will use common grade level assessments based on Everyday Math units.

Third and fourth grade will use the math portion of the MEAP to identify improvements.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Students in Kindergarten and First grade will make improvements based on the AIMS web assessments given 4 times a year. Students who are struggling will be progressed monitored bi-monthly for additional measurements.

In second and third grade at least 75% of students will pass the grade level common assessments given throughout the 2010-2011 school year. (Tests/Criteria being established at this time)

85% of third graders will score at a level one or two on the math portion of the MEAP test.

75% of fourth graders will score at a level on or two on the math portion of the MEAP test.

**Contact Name :** Dina Krause

**List of Objectives:**

ID	Objective
11198	All students will improve their basic math skills appropriate for their grade level as measured by common grade level assessments, student work, AIMS web and Everyday Math assessments.

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## 2.1. Objective: Basic Math Skills

**Measurable Objective Statement to Support Goal :** All students will improve their basic math skills appropriate for their grade level as measured by common grade level assessments, student work, AIMS web and Everyday Math assessments.

**List of Strategies:**

ID	Strategy	Locked By
11198	All instructional staff will provide atleast 10 minutes of daily basic skills practice through the use of district curriculum, math music and math games.	

### 2.1.1. Strategy: Daily basic math skills practice

**Strategy Statement:** All instructional staff will provide atleast 10 minutes of daily basic skills practice through the use of district curriculum, math music and math games.

**Selected Target Areas**

SPR (90) I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
SPR (90) I.2.B.3 Student Engagement: Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

Daily focused instruction on necessary math skills in a developmentally appropriate way will produce achievement gains in math computation.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Each classroom teacher will dedicate 10 minutes a day to focus on teaching, drilling and reviewing basic math facts through district curriculum, math musical activities and math games.	09/27/2010	06/24/2011	All kindergarten through third grade teachers will provide on a daily basis as noted in lesson plan books.

### 2.1.1.1. Activity: Math Minds

**Activity Description:** Each classroom teacher will dedicate 10 minutes a day to focus on teaching, drilling and reviewing basic math facts through district curriculum, math musical activities and math games.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All kindergarten through third grade teachers will provide on a daily basis as noted in lesson plan books.

**Actual staff responsible for implementing activity:** All kindergarten through third grade classroom teachers.

**Planned Timeline:** Begin Date - 09/27/2010, End Date - 06/24/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Time allocation	General Funds	100.00	0.00

## Goal 3: Safe environment conducive to learning

**Content Area :** Other

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will learn social-emotional skills integral to attaining highest academic achievement.

**Gap Statement :** There is a need to decrease the amount of students who are having difficulty with problem solving skills as noted by the amount of office referrals.

**Cause for Gap :** Young students need to be taught social-emotional strategies to learn how to problem solve, maintain composure and learn from their mistakes. It is developmentally appropriate to learn these skills at the young ages within our building. (Just as they need to learn how to read and write)

**Multiple measures/sources of data you used to identify this gap in student achievement :** We will measure the amount of office referrals during the 2010-2011 school year.

We will provide 1st, 2nd & 3rd grade students with a beginning of the year and end of the year survey on the skills, strategies and structures taught during the year.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Daily classroom meetings will provide classroom teacher information to

monitor individual and classroom progress.

Office referrals aggregated on a monthly basis.

Amount of students brought to the Student Achievement Team due to behavioral concerns.

**Contact Name :** Dina Krause

**List of Objectives:**

ID	Objective
11199	Students will be taught rules, procedures. and routines diligently through the use of flow charts. p

### 3.1. Objective: First 6 weeks of school

**Measurable Objective Statement to Support Goal :** Students will be taught rules, procedures. and routines diligently through the use of flow charts. p

**List of Strategies:**

ID	Strategy	Locked By
11199	All staff will use picture rule cards, photos and other visual strategies to teach students classroom and school processes. (Lining up, Daily 5 time, bathroom, washing hands, asking a question, small group time, etc.)	

#### 3.1.1. Strategy: Visual strategies

**Strategy Statement:** All staff will use picture rule cards, photos and other visual strategies to teach students classroom and school processes. (Lining up, Daily 5 time, bathroom, washing hands, asking a question, small group time, etc.)

**Selected Target Areas**

SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
SPR (90) I.2.B.3 Student Engagement: Staff believe that active student engagement is a key feature of

student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

SPR (90) I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

SPR (90) II.1.A.4 Knowledge of Student Development and Learning: The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

SPR (90) II.1.A.6 Change Agent: School leaders accept change as a normal and positive process that leads to continual improvement. They are able to focus the stakeholders on various strategies to reach the school's improvement vision.

SPR (90) II.1.B.1 Monitoring: School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

SPR (90) II.1.B.4 Clear Expectations: School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

SPR (90) II.2.A.1 Safe and Orderly: The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.

### Other Required Information for Strategy

*What research did you review to support the use of this strategy and action plan?*

Young children think in pictures. When we set up an environment based on visual strategies, processes and structures it helps establish a school focused on safety. Our brain learns best in a safe environment.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
All staff will continue to visual strategies to teach students appropriate behaviors. All classroom teachers will conduct daily classroom meetings using the schoolwide PEACE protocol. All staff will establish greeting rituals for the first transition in the school day. All staff will set up a SAFE place area in their designated work area to be used for students to compose themselves. (unwind, relax, and take a break) Staff will use the SAFE place as the first resource to calm down.	09/27/2010	06/17/2011	All school staff (Instructional and non-instructional staff members)

### 3.1.1.1. Activity: Classroom Structures

**Activity Description:** All staff will continue to visual strategies to teach students appropriate behaviors.

All classroom teachers will conduct daily classroom meetings using the schoolwide PEACE protocol.

All staff will establish greeting rituals for the first transition in the school day.

All staff will set up a SAFE place area in their designated work area to be used for students to compose themselves. (unwind, relax, and take a break) Staff will use the SAFE place as the first resource to calm down.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** All school staff (Instructional and non-instructional staff members)

**Actual staff responsible for implementing activity:** All school staff (Instructional and non-instructional staff members)

**Planned Timeline:** Begin Date - 09/27/2010, End Date - 06/17/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Time allocation	No Funds Required	0.00	0.00

# Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$100.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title I Schoolwide	\$153,138.99	\$0.00

## Title I Required Components

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title I funds is required to complete either a Title I Schoolwide Required Components or a Title I Targeted Assistance Required Components. The current status of the Title I Required Components is listed below. The SIP cannot be submitted until the Title I Required Components has a status of Submitted.

Report	Open Date	Due Date	Status
Required Components	12/02/2009	09/01/2010	Submitted

## Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Ms.	Dina	Krause	Principal	dkrause@ferndaleschools.org
Mrs.	Diana	Keefe	Intervention Specialist	dkeefe@ferndaleschools.org
Mrs.	Deborah	Hirzel	Team Leader, 1st grade	dhirzel@ferndaleschools.org
Ms.	Janet	Monroe	Team Leader, 2nd grade	jmonroe@ferndaleschools.org
Ms.	Cindy	Krencicki	Team Leader, 3rd grade	ckrencicki@ferndaleschools.org
Ms.	Renee	Parkett	Team Leader, Special Educ	rparkett@ferndaleschools.org
Mrs.	Jennifer	Richardson	Team Leader, Specialists	jrichardson@ferndaleschools.org
Mrs.	Jean	Bokram	Parent	jbokram@ferndaleschools.org
Mrs.	Janet	Warnick	Team Leader, Paraprofessi	jwarnick@ferndaleschools.org

### ***1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.***

The school has a leadership team comprised on the Principal, Intervention Specialist, a team leader from each grade level, a representative from non-instructional staff members and a parent. The leadership team meets once a month to review the SIP to make changes, get updates or plan for upcoming activities aligned to the plan. After the meeting team leaders take make the information provided and shares with team members. At the grade level or team meeting the team leader completes a feedback sheet that is submitted to the school principal for any feedback needed. It is a plan, do, study and act continual improvement cycle. Team leaders are changed every year or two so that all staff members become teacher/staff leaders.

### ***2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.***

Roosevelt uses the district curriculum that is aligned to the state standards. Instructional practices are made based on the adult continual learning process through professional development and conferences aligned to the SIP. Best practices that are researched based are shared and taught to staff continually. All staff members share, dialogue and reflect weekly at team meetings, monthly at staff meetings and monthly professional development meetings. Staff members at Roosevelt have a great relationship and work well together in order to improve all aspects our curriculum, instruction and assessment practices.

### ***3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.***

All information shared is in the stakeholders home language and focused in a manner that all

families/community members can understand. We have ELL staff available to speak to families or interpret written information if necessary.

# Statement of Non-Discrimination

## Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

## Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:	Principal
Address:	2610 Pinecrest Ferndale, MI 48220
Telephone Number:	248-586-8801

## References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

## Conclusion

***1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?***

Once a month Leadership Team meetings, once a month staff meetings, once a month professional development meetings and weekly grade level team meetings. In addition, staff members will attend county, state or national conferences that align to the school improvement plan goals. New staff members will meet with the Principal on a monthly basis to learn school improvement plan and structures used within the school. The school will also work in conjunction with the district to align professional development days to our SIP.

***2. How has the institution integrated its available fiscal resources to support this school improvement plan?***

Everything that is spent must align to the school improvement plan. Principal documents all expenditures and shows how the expenditure aligns to the school improvement plan and/or Title One plan.

***3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?***

With the use of ARRA money the school purchase additional computers for 2nd and 3rd grade to support the use of Successmaker. Successmaker licenses were purchased to use in every 2nd & 3rd grade classroom. Successmaker is a researched based program that works with students on their instructional level in math and reading. The school also has purchase Waterford licenses to use in Kindergarten and First Grade. Every 2nd & 3rd grade classroom has been equipped with a computer cart with laptop, projector and speakers to use for daily classroom instruction. A school lab is also used by each classroom as a whole group once a week.